



Read to be Ready

**Small Group Reading with
Appropriately Complex Text**

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Module 5: Planning for Teaching Small Homogeneous Reading Groups

Objectives

- Examine the structure of homogeneous small group reading lessons
- Investigate how to plan a homogeneous small group reading lesson

Link to Tennessee Academic Reading Standards

In small group reading, the teacher focuses on the explicit teaching of reading behaviors in the service of comprehension, while incorporating additional **Reading, Writing, and Speaking and Listening** Standards through questioning, discussion, and tasks.

TEAM Connection

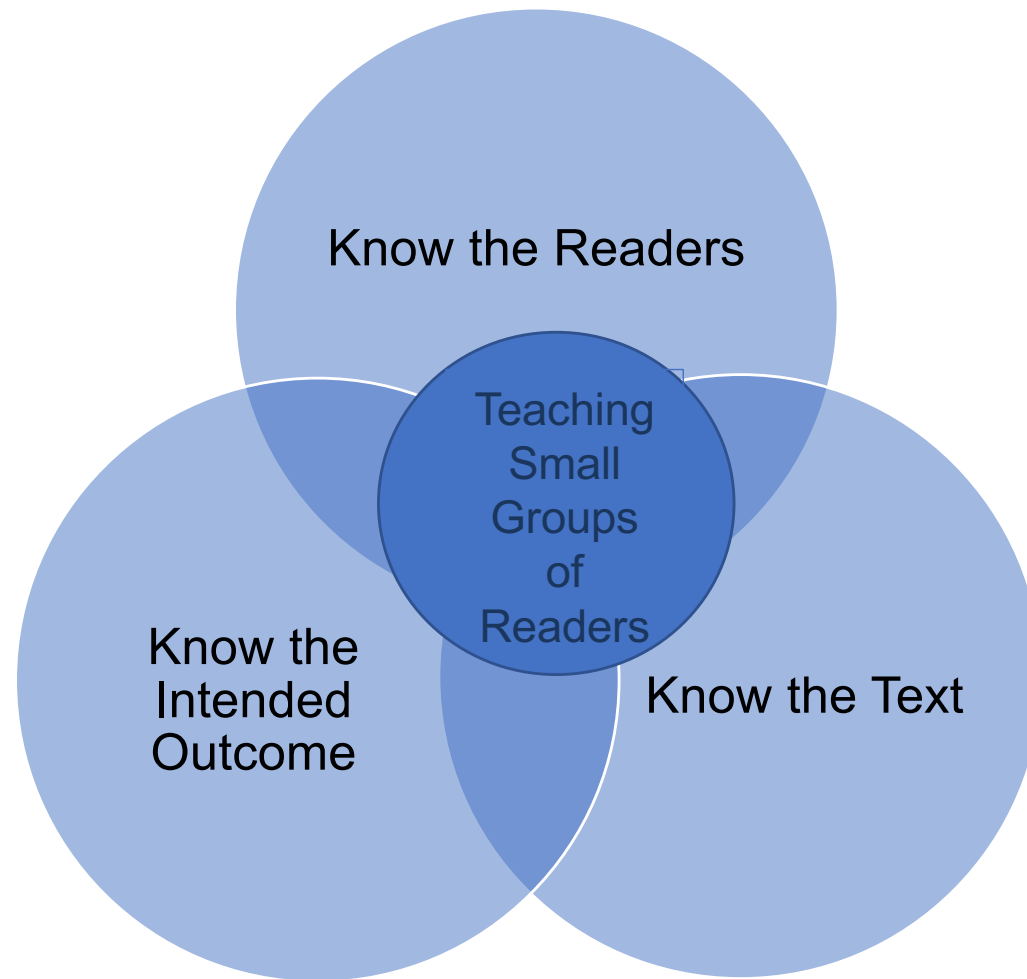
- **Standards and Objectives**
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- **Teacher Content Knowledge**
- **Teacher Knowledge of Students**

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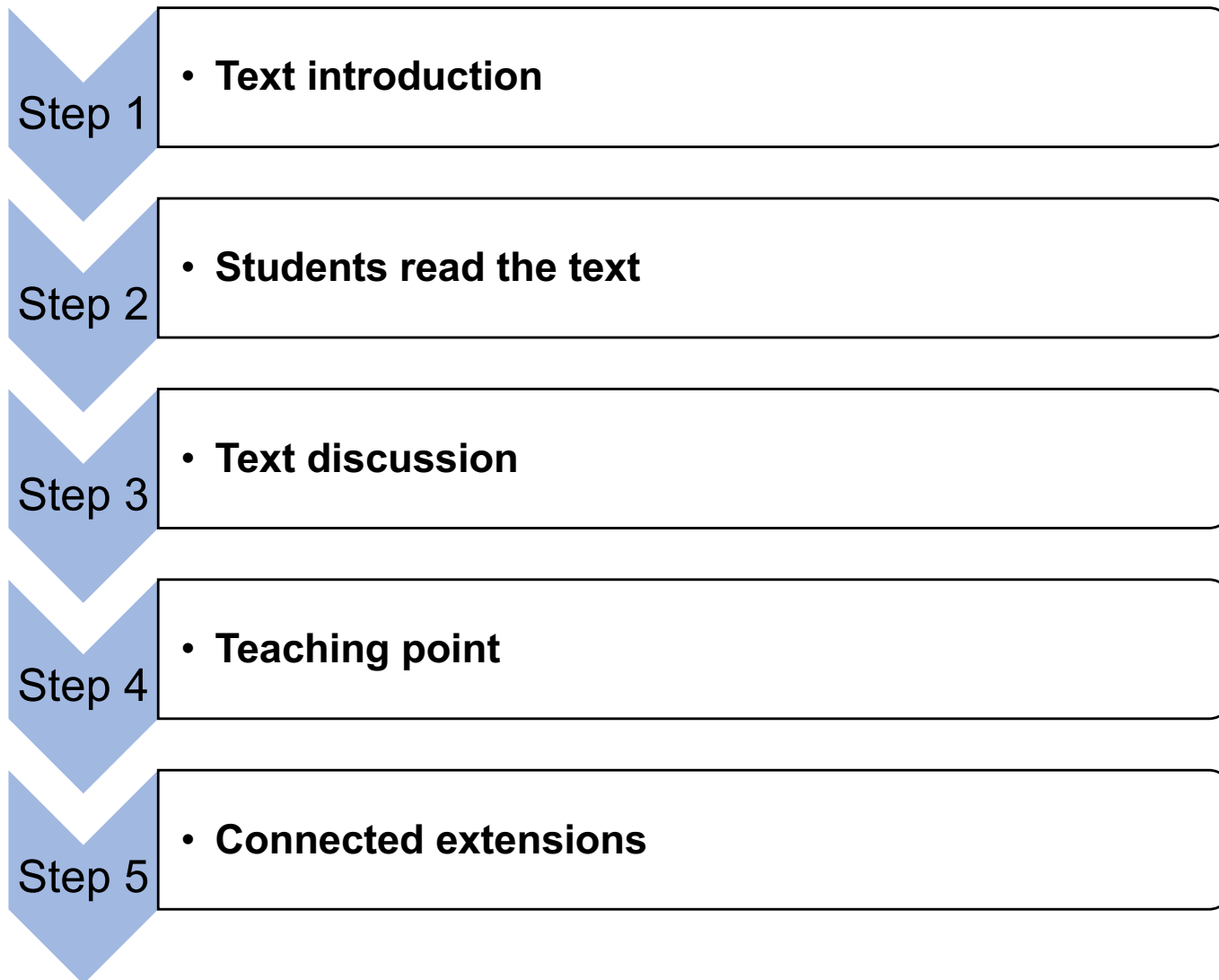
Structure of a Small Group Homogeneous Reading Lesson

Readers, Text, and Intended Outcomes





Elements of a Small Group Homogeneous Reading Lesson



Systems of Strategic Actions

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MATERIAL
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Text Introduction

- Information that informs a text introduction:
 - Identified Areas of Emphasis
 - Qualitative Text Analysis
 - Reader Consideration

Text Introduction: Examples

- *Planet Watch* (pp.116-118)
 - Third grade
 - Self-extending readers: Colby, Samantha, Jamir, Elijah

Text Introduction: Give it a Try

- *Planets* (p.120)
 - Transitional readers (Kevin, Tiffany, Ethan, Kashmir, and Trevor)
 - Areas of Emphasis (p. 80)
 - Qualitative Analysis (p. 96)

Students Read the Text

- Information that informs responsive teaching while students are reading the text:
 - Identified Areas of Emphasis

Students Reading the Text

Behavior	Teach	Prompt	Reinforce
Decode multisyllabic words by taking them apart using syllables	You can say it slowly and think about the parts you know.	Read it slowly and look at the first part, middle part, and last part.	You said it slowly and used the parts that you knew.
Use context to confirm or self-correct word recognition and understanding of words	You can try it again and think what would make sense and sound right.	You are nearly right: Try again; think about what would make sense and sound right.	You noticed that it didn't make sense or sound right and you fixed it.
Read with fluency to support comprehension	Listen to me read this. Notice what I do when I come to punctuation. Listen to how I read the punctuation in this sentence/paragraph.	Notice the punctuation as you read that sentence. Read the punctuation.	You read the punctuation in that sentence.

Students Read the Text: Give it a Try

- Kevin, Tiffany, Ethan, Kashmir, Trevor (p.128)
 - Areas of Emphasis (p. 82)
 - *Prompting Guide 1*

Text Discussion

- Information that informs the text discussion:
 - Areas of Emphasis

Text Discussion Examples

- *Planet Watch* (pp.132-136)
 - Self-extending readers: Colby, Samantha, Jamir, Elijah

Text Discussion: Give it a Try

- *Planets* (p.139)
- Transitional readers: Kevin, Tiffany, Ethan, Kashmir, Trevor
 - Areas of Emphasis (p. 82)
 - *Prompting Guide 2*

Teaching Point

- Pre-planned or in response to students reading
 - Quick
 - Specific
 - Support
 - Accuracy
 - Fluency
 - Comprehension

Connected Extensions

- Daily tasks and journal entries
- Literacy stations
- End-of-unit tasks

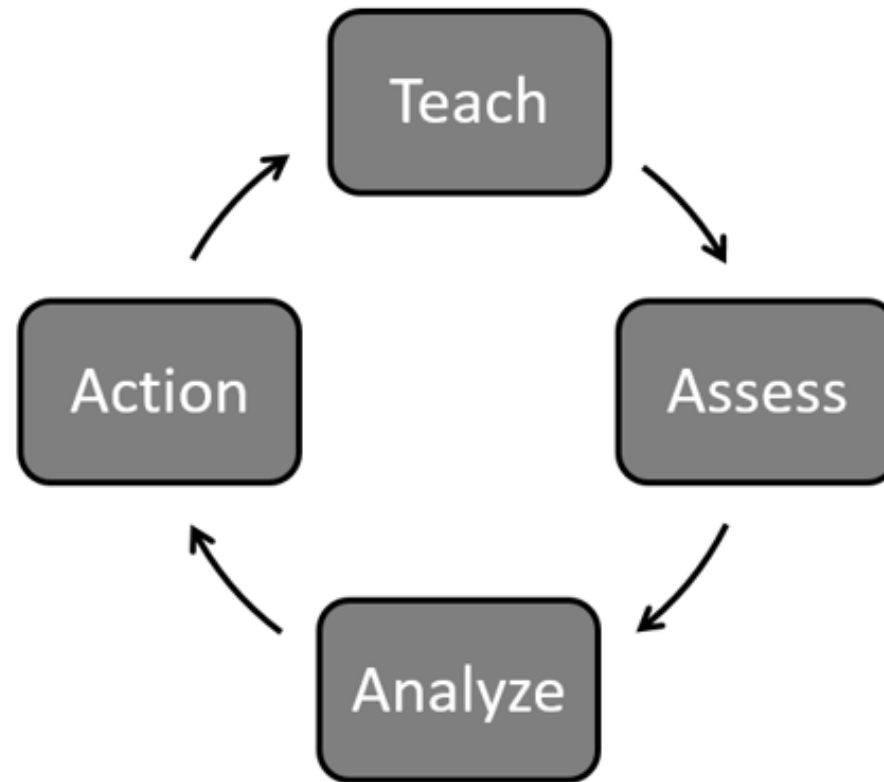
Connected Extensions: Give it a Try

- Transitional readers: Kevin, Tiffany, Ethan, Kashmir, Trevor (p.142)
 - Literacy Stations (pp. 47-48)
 - End-of-unit task for space, Appendix

Lesson Plan: Completed Example

Planning Sheet Small Group Homogeneous Reading	
Group Members:	
Phase of Reader Development:	
Text:	
Lexile Level:	
Text Introduction:	

After Instruction: Assess and Analyze Readers



Closing Thought

Proficient reading is all about making meaning from texts.

Proficient readers . . .

- accurately, fluently, and independently read a wide range of content-rich, age-appropriate, and complex texts;
- construct interpretations and arguments through speaking and listening;
- strategically employ comprehension strategies to analyze key ideas and information;
- develop vocabulary; and
- build knowledge of the world.

Teaching Literacy in Tennessee, p.2